

RUP Document Name

Alief ISD Responsible Use Practice Guidelines

Responsible Use Practices Document Purpose /Goal Statement

Document Purpose: To be used as... *The following areas have been identified as the springboard topics to address in the development of this section and overall guide:*

1. *Alief ISD has prepared this Responsible Use Practices document to articulate a common vision for responsible digital citizenship that follows the norms of appropriate, responsible behavior with regard to technology integration through best practices.*
2. *Alief ISD has prepared the RUP document to articulate a common vision for technology integration and responsible use in the district. Our expectation is that technology resources will be used to enhance the learning environment; prepare students and teachers for the shift in technology use.*

***Goal:** Our goal for this document is to support the utilization of best practices and strategies that will enhance the learning environment as it develops 21st century skills.*

3. *Alief ISD has prepared this RUP document to articulate a common vision for responsible digital citizenship that follows the norms of appropriate, responsible behavior with regard to technology integration through best practices.*

***Goal:** To identify and incorporate best practices and strategies that will help us implement advanced technologies and resources to facilitate a shift in instructional strategies.*

***Goal:** To develop good digital citizenship that will help us implement current and emerging technologies and utilize digital resources which will lead to responsible citizenship and enhance learning*

RUP Guidelines (maybe include?)

The existing AISD Acceptable Use Policy (with minor updates to reflect RUP concepts), will remain the policy document of the district. The Responsible use Practice Guidelines document will be created to provide definitions and guidelines to support the integration of digital resources and technology use in the Alief Independent School District.

The following summary guidelines and questions have been identified:

- 1. No district funds can be utilized to purchase these personal /consumer level products for administrative use*
- 2. The campus will work with Desktop Network Services to review potential connectivity solutions*
- 3. No teacher personal devices are to be included and are not allowed at this time*
- 4. Desktop and Network Services Department must be contacted for support*
- 5. Professional Development Department must be contacted for training*
- 6. The following areas have been identified as the springboard topics to address in the development of this guide:*

Administrative Productivity:

- Handheld devices create a mobile office so admin can move about the building more frequently. PDAS, walk-throughs, pictures and videos of best practices, be able to supply immediate electronic feedback quickly and on the spot to teachers*
- Access to district curriculum including pacing guides, data, and other instructional materials, emails, adding to calendars, the ability to quickly download information eliminating the need to transcribe information written on paper*
- Capability for immediate input of data and immediate recall of instructional tools, not all meetings have to be at central location -meetings using "Facetime", Adobe Connect, Video Conferencing, etc –*
- If the handhelds are truly portable, then access during meetings at different campuses and at the ad building will become much more efficient*

Classroom Impact:

- Our classrooms should become global learning communities. Increase interactions and collaboration among students within the classroom as well as outside of the classroom. New digital devices should become tools to expose our students to the world. Students and teachers should think of learning as something that cannot be confined to the classroom, school, district, etc.*
- Change in role of teacher – more individualized/ personalized instruction, teacher isn't responsible for delivering all content. Instead of teachers delivering a set of facts or information, empower students by challenging them to find the information themselves from a multitude of sources. Flipping instruction – more student centered classrooms*
- Digital resources allow students to take a more hands-on approach to learning. Students are able to gain a sense of the community in which they live, but also see perspectives from around the state, the nation, and the rest of the world. Products are also profoundly changed. No longer are they worksheet driven, but now project based – giving students a sense of how what they are learning fits*

into the real world. Classrooms move from teacher-centered to teacher as a facilitator.

- *It will allow students to create, collaborate, communicate, and think critically using tools of their world (21st Century skills) with access 24/7. Anytime anywhere learning. Allows for instruction beyond the school walls. (social networks, blogs, internet research, replaces textbooks, digital pics and videos, real-time news/current events)*

User Development:

- *Train annually, teach information literacy, media literacy and digital citizenship to our students and staff AND we must teach it within context of lessons consistently throughout the school year. Educate in areas of: digital rights and responsibilities, digital law, online etiquette*
- *In order to develop responsible users the expectations must be stated, there must be frequent checkups that the expectations have been met, and we have to address those who are not meeting the expectations, while helping those who need assistance. We must set district norms and guidelines.*
- *We must have a common (district wide) definition for responsible and must use the same language to explain it from K – 12 as well as with staff. Monitor closely, correct/document inappropriate use immediately, tie accessibility to appropriate use, model, discuss problems as they arise, maintain open communication*

Identified Challenges:

- *Wireless access throughout the building, remove antiquated hardware making all schools and areas of the schools accessible to WiFi, budgetary constraints, some students may not have their own devices*
- *Professional development must be offered to prepare teachers and administrators to effectively utilize and monitor, create digital interactive lessons, provide ongoing support throughout the school year, making the use of new technology relevant*
- *Teachers feeling overwhelmed with learning a new way of teaching and interacting with students, staff responsible use using tech, parent concerns with internet access, release of control and allow students to take responsibilities in using technology*
- *Creating student-centered learning environment where technology supports the learning seamlessly, the shift is not about the technology, but how to incorporate the technology, consistent language for responsible users*

Digital Citizen Defined:

- *Digital citizenship refers to the rights and responsibilities involved with the use of technology. A good digital citizen must understand the responsibilities involved with using technology and respect the creative rights associated with online media.*

- *Good digital citizenship is someone who utilizes technology in a responsible manner that complies with the policies of the organization and reflects ethical use of information by communicating in a professional, friendly manner, free from vulgarity and nonsense.*
- *Models effective and responsible use of all online and digital content while learning to use technology appropriately.*

The following are expectations for each campus implementing the extended internet resources opportunities on each campus:

Integration Support Team - Campus Level

Needed at all individual campuses

- Content Specialists
- Intervention Specialists
- Technology Specialists
- Library Information Specialists
- Desktop Network Services Campus Contact
- Teachers
- Students

The following Approval Procedures must be followed before any individual can be added to the user group: *The following forms must be created: [See red items](#)*

Administrative Use Approval Sequence

- AUP Signature (must be revised)
- RUP Signature (part of RUP Document)
- RUP Training Completion Form *(needs to be established)*
 - Certificate / Record of attendance
- Admin User Request Form *(needs to be established)*
 - Principal Approval Signature
- Desktop Network Services User Notification Form *(needs to be established)*
 - Minimum Technology Competencies Approved *(needs to be identified)*
 - Principal Request Signature
- Admin Account Access Established

Teacher Use Approval Sequence

- AUP Signature (must be revised)
- RUP Signature (part of RUP Document)
- RUP Training Completion Form *(needs to be established)*
 - Certificate / Record of attendance
- Teacher User Request Form *(needs to be established)*
 - Teacher Need Statement
 - Minimum Technology Competencies Approved *(needs to be established)*
 - Principal Approval Signature
- Desktop Network Services User Notification Form *(needs to be established)*
 - Principal Request Signature
- Extended Internet Resource Account Access Established

To Follow : Student Use Approval Process

Professional Development Training Requirements *(content and discussions needed to be identified and trainers selected)*

- *Administrative / Teacher Courses (Who will be required to complete what training?)*
- *R.U.P Training Content*
 - *CIPA*
 - *Cyber bullying*
 - *Digital Citizenship*
 - *Web Literacy*
 - *Minimum Technology Competencies (What are these? What is the expectation?)*
 - *NETS*
 - *Alief Technology Competency Training*
 - *R.U.P Best Practices Training (needs to be developed)*
 - *Administrator Use Focus*
 - *Teacher Use Focus*
- *Training Delivery*
 - *Online*
 - *F2F (Traditional)*
 - *Blended*
- *Training Staff*
 - *Trainers (Who will they be and what department?)*

Belief Statements

1. Digital Literacy/Digital Citizenship

- a. We believe the integration & use of technology & digital resources will improve the academic achievement & development of Digital Citizenship & promote the learning of the 21st century skills of critical thinking, global communications, creativity and collaboration
- b. The use of technology & digital resources will improve the academic achievement and development citizenship to promote the learning and use or 21st skills (critical thinking, global communications, creativity, collaboration and transliteracies)
- c. We believe all staff will be respectful of the district standards of conduct, practicing the ethical use of digital resources and respectfully communicating with others, while integrating 21st century skills
- d. We believe that by developing good digital citizenship and transliteracies in our community, we will be preparing our students to be global communicators, collaborators and creative and critical thinkers.

2. Academic

- a. We believe the integration of technology aligned with rigorous curriculum standards and higher order critical thinking skills will positively impact how students learn and how teachers support learning
- b. We believe students are to be provided opportunities to develop digital citizenship, to utilize higher order thinking skills, to create content and solutions and to evaluate their work , while solving problems using appropriate technology
- c. We believe the integration of technology aligned with the curriculum will positively impact how students learn and how teachers support learning. Students are to be provided opportunities to develop digital citizenship, synthesize knowledge, create solutions and evaluate their work while solving problems while utilizing appropriate technology

3. Professional Development

- a. We believe all stakeholders will participate in ongoing, continual and tiered educator career training to promote the effective use of technology in the classroom and move instructional practices into engaging student-centered environments utilizing 21st century skills.

4. Environment

- a. We believe technology rich and ready classroom environments will provide for the seamless and flexible integration and use of technology, creating student-centered learning communities that foster student engagement and academic growth.
- b. We believe that access to digital resources including the use of all forms of instructive and communicative media used in curriculum and in instructional delivery will increase academic achievement.

Understanding Statements

Safety: Applicable to all Staff

- As a good digital citizen, I will use technology in a meaningful, safe and responsible way.
- I understand the district uses filters to protect district users from illegal, defamatory, inaccurate materials and it is my responsibility to notify the district of objectionable material.
- I will be an active moderator of materials and conversations.
- I understand that only students with proper authorization should be allowed to access the network or internet.
- I will use safe and civil behavior in all online communications.
- I will respond consistently and appropriately to situations involving inappropriate use, cyber bullying, sexting, etc
- I understand that I have a responsibility to exercise due diligence in monitoring the use of technology with students.
- I will abide by CIPA regulations in order to protect students from exposure to inappropriate material and will consider age appropriateness and learning objectives in my decisions

Productivity: Applicable to all Staff

- I will use technology resources productively, appropriately & primarily for professional related purposes.
- I will not use district resources for political advertising, or for promoting commercial goods or services for personal gain.
- I will follow all District guidelines in the proper use of printers, server space, video or audio streaming and network bandwidth.
- I understand that District administrators will deem what conduct is inappropriate use if such conduct is not specified in this agreement.

Responsible Use: Applicable to all Staff Unless Noted

- I understand the potential risk of viruses and spyware and will use extreme caution when using district network resources
- I will keep myself updated by taking continued professional trainings as they become available
- I understand that I am responsible for my personal device and learning how to use it and that Alief ISD has no liability in case of theft, loss or damage. Admin only at this time

• **Digital Citizenship: Applicable to all Staff unless noted**

- I will use technology in accordance with the laws of the United States and the State of Texas as they relate to libel, copyright and criminal acts which include
- I will model safe and civil network use by always conducting myself, in a professional manner and insure that my staff is trained in appropriate use and monitoring of online communications and internet use. Admin only
- I understand that my passwords are private. I will not allow others to use my account name and password, or try to use those of others.
- I understand that my school network and email accounts are owned by the District and are not private. Alief ISD has the right to access my information at any time.
- I understand that any information or data on my personal device that is not suitable for access in Alief ISD will not be opened Admin only
- I understand that my online activities can reflect on Alief ISD.
- I understand that what I do on social networking websites should not reflect negatively on fellow employees or students.
- I understand that I will be held responsible for how I represent myself, my school or district on the internet.
- I understand that most of what I do on the internet is creating my "digital footprint" which if forever.

Environment: Admin Only

- I will provide opportunities to train and educate my staff on responsible use practices and the ethical use of information. Admin
- I will hold my staff responsible for abiding by all guidelines for using technology in a safe, meaningful and responsible way. Admin

Signature Page *similar to Remote access*